



Burgess Elementary

9645 Scipio Lane
Myrtle Beach, SC 29588

Grades	PK-5 Elementary School	
Enrollment	551 Students	
Principal	Donna Hooks	843-650-4600
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Good*
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

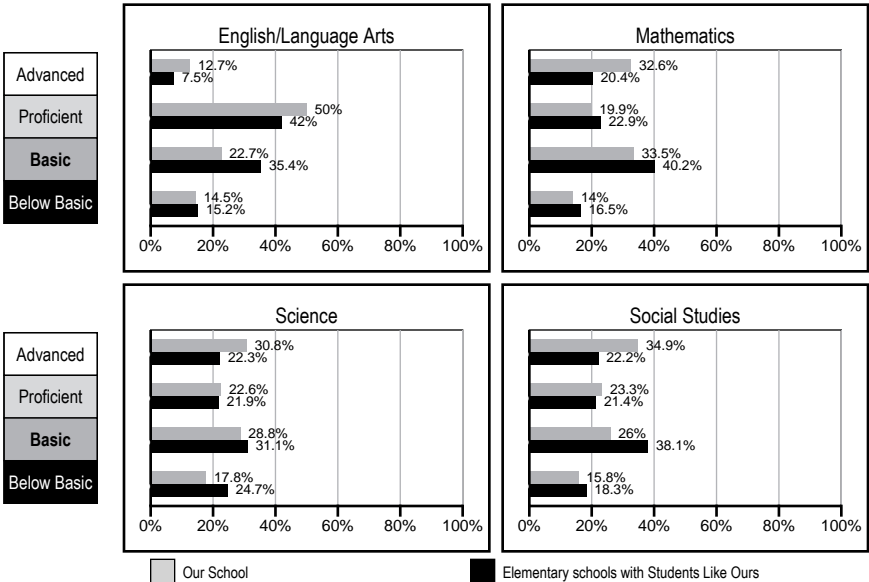
95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	28	56	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=551)				
First graders who attended full-day kindergarten	99.0%	N/R	100.0%	100.0%
Retention rate	1.0%	N/A	2.1%	2.3%
Attendance rate	95.8%	N/A	96.4%	96.3%
Eligible for gifted and talented	24.4%	N/A	14.1%	10.4%
With disabilities other than speech	9.9%	N/A	7.0%	7.5%
Older than usual for grade	0.5%	N/A	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	N/R	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	39.5%	N/A	56.1%	56.7%
Continuing contract teachers	68.4%	N/A	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.8%	86.4%
Teacher attendance rate	95.0%	N/R	94.9%	94.9%
Average teacher salary	\$41,326	I/S	\$45,891	\$45,345
Professional development days/teacher	20.6 days	N/R	12.1 days	12.6 days
School				
Principal's years at school	0.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	N/R	19.3 to 1	18.5 to 1
Prime instructional time	88.3%	N/R	90.2%	89.8%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil*	N/A	N/A	\$6,387	\$7,052
Percent of expenditures for instruction*	N/A	N/A	69.8%	69.1%
Percent of expenditures for teacher salaries*	N/A	N/A	65.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

What a wonderful first year it was for the students, parents, faculty, and staff members of Burgess Elementary School. Our adventure began when a committee of parents and community leaders met to discuss the naming of the new school, selection of the mascot, and school colors. Our first few months were spent in portables behind St. James Elementary and St. James Middle Schools as construction was completed. How excited and thankful we were to move into our brand new building the week of Thanksgiving and begin classes in the new facility on November 26th. Our families and community members were proud, too, as over 1,000 came out to help us celebrate at our Grand Premier event in December. We are happy to be a part of such a wonderful community school with a rich heritage of parental involvement and community support.

At Burgess Elementary School, we strive daily to move each and every student to higher levels of learning. With our use of the Northwest Evaluation Association's Measures of Academic Progress (MAP), we continually studied strengths and weaknesses of each child in grades kindergarten through five and charted individual courses of success. We analyzed where our students showed growth, why the growth occurred, and utilized research-based curriculum and instruction decisions so all of our children were academically challenged. In addition we closely monitored our primary children's instructional reading levels through the Diagnostic Reading Assessment (DRA). Combined with daily progress, teacher observation, and student work, we made decisions as how to best meet our students' needs. We also focused on science and social studies in the elementary grades by monitoring student success each quarter through the Scholars Tests.

Civic, personal, and social responsibilities are also priorities at Burgess Elementary and were taught through classroom guidance lessons, service learning projects, and a weekly lifeskill focus. Our March of Dimes campaign raised more than \$10,000, and we were awarded Top New Team in Horry County. We were also honored as a three-time division winner for our recycling efforts in the Talkin' Trash program. Our school participated in the Salvation Army Canned Food Drive, Myrtle Beach Family Fun Run, and American Heart Association's Jump Rope for Heart.

The success of any school requires the support of an active PTA, faithful volunteers, generous business partners, and involved parents. This year's PTA sponsored many programs including the fall festival and basket auction and raised funds to purchase additional supplies and materials for our school. Our volunteers included parents, grandparents, community members, and St. James High School students who served as mentors and tutors, chaperoned study trips, and worked during field day events and other school-wide activities. Our business partners supplied student and staff incentives. Parents and community members also joined with us in the development of our Burgess Community Museum. Burgess Elementary School....simply the BEST!

Donna Hooks, Principal
Mark Mitchell, School Improvement Council Chair, 2007-2008

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	65	52
Percent satisfied with learning environment	95.1%	98.5%	89.8%
Percent satisfied with social and physical environment	97.5%	96.9%	91.8%
Percent satisfied with school-home relations	92.7%	89.2%	90.0%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	239	99.6	14.1	22.7	50.5	12.7	71.8	57.2	48.2	Yes	Yes
Gender											
Male	103	100	21.9	20.8	49	8.3	65.6	50.3	41.7	N/A	N/A
Female	136	99.3	8.1	24.2	51.6	16.1	76.6	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	181	100	10.5	19.2	55.8	14.5	79.7	65.4	60	Yes	Yes
African American	30	100	33.3	45.8	20.8	0	29.2	34.7	31.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	20	95	23.5	35.3	29.4	11.8	47.1	43.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	46	100	60	27.5	12.5	0	20	21.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	17	94.1	20	33.3	40	6.7	53.3	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	109	99.1	21.9	29.2	42.7	6.3	58.3	44.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	239	100	14	33	20.4	32.6	64.3	56.4	45.8	Yes	Yes
Gender											
Male	103	100	17.7	25	21.9	35.4	64.6	55.9	45.6	N/A	N/A
Female	136	100	11.2	39.2	19.2	30.4	64	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	181	100	8.7	32.6	22.1	36.6	70.9	65.2	59	Yes	Yes
African American	30	100	41.7	41.7	8.3	8.3	25	31.6	26.9	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	20	100	27.8	33.3	16.7	22.2	44.4	42.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	46	100	52.5	37.5	2.5	7.5	25	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	25	37.5	18.8	18.8	50	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	109	100	24.7	39.2	14.4	21.6	44.3	43.9	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	159	100	17.1	28.8	23.3	30.8	54.1	41.4	35.7	95.8	96.3
Gender											
Male	58	100	25.9	14.8	22.2	37	59.3	43.8	37.4	95.8	96.2
Female	101	100	12	37	23.9	27.2	51.1	39	33.8	95.7	96.4
Racial/Ethnic Group											
White	125	100	10.3	28.2	26.5	35	61.5	50.4	49.2	95.5	96.1
African American	18	100	53.3	33.3	6.7	6.7	13.3	16.7	17	96.1	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	97.5	97.4
Hispanic	12	100	45.5	36.4	9.1	9.1	18.2	26.2	24.9	96.5	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	97.8	95.5
Disability Status											
Disabled	27	100	59.1	31.8	9.1	0	9.1	15.2	14	95.3	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	96.8	97
Socio-Economic Status											
Subsidized meals	68	100	28.3	30	20	21.7	41.7	28.8	21.1	95.1	96

Social Studies

All Students	156	100	15.6	25.9	23.8	34.7	58.5	41.6	34	95.8	96.3
Gender											
Male	75	100	20	24.3	14.3	41.4	55.7	45.3	36.6	95.8	96.2
Female	81	100	11.7	27.3	32.5	28.6	61	37.8	31.3	95.7	96.4
Racial/Ethnic Group											
White	118	100	9.6	24.6	26.3	39.5	65.8	48.6	44.5	95.5	96.1
African American	20	100	50	31.3	6.3	12.5	18.8	20.7	19.1	96.1	96.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	97.5	97.4
Hispanic	13	100	25	41.7	16.7	16.7	33.3	33.9	27.5	96.5	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	97.8	95.5
Disability Status											
Disabled	35	100	46.9	31.3	12.5	9.4	21.9	17.1	14.4	95.3	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	11	100	18.2	45.5	27.3	9.1	36.4	30.8	27.3	96.8	97
Socio-Economic Status											
Subsidized meals	71	100	24.6	30.8	23.1	21.5	44.6	29.8	21	95.1	96

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	90	98.9	13.8	8.8	51.3	26.3	77.5
	4	76	100	18.1	19.4	54.2	8.3	62.5
	5	73	100	10.3	42.6	45.6	1.5	47.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	90	100	16	32.1	18.5	33.3	51.9
	4	76	100	15.3	31.9	22.2	30.6	52.8
	5	73	100	10.3	35.3	20.6	33.8	54.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	46	100	12.5	30	27.5	30	57.5
	4	76	100	22.2	27.8	25	25	50
	5	37	100	11.8	29.4	14.7	44.1	58.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	44	100	14.6	31.7	29.3	24.4	53.7
	4	76	100	11.1	20.8	27.8	40.3	68.1
	5	36	100	26.5	29.4	8.8	35.3	44.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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I/S–Insufficient Sample